

| Standard Code | Standard Code and Standard | Keep or Propose Change | Type of Change | Quality Standard Rule # | Reason for Proposed Change |
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| 5.SL.1 | <p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse various partners on grade 5 level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. e. Cooperate and problem solve as appropriate for productive group discussions.</p> | | Re-Written | | Changed a bit of wording at the top of the standard for clarification purposes; added "e" because cooperation and collaboration with grade level peers is an important component to speaking and listening. |
| 5.SL.2 | 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | Removed | | Took out a few words so the wording flows better |
| 5.SL.3 | 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | Keep | | | |

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| 5.SL.4 | <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Report on a topic or text or present an opinion.</p> <p>a. Sequencing ideas logically.</p> <p>b. Using appropriate facts and relevant descriptive details to support main ideas or themes.</p> <p>c. Speak clearly at an understandable pace.</p> | | Re-written | 3 | Standard seemed confusing as written. It was thought that by separating into a,b,c makes it easier for teachers, parents, students to read and clearly understand. |
| 5.SL.5 | 5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | Keep | | | |
| 5.SL.6 | 5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations. | Keep | | | |